

TEACHER TRAINING PROJECT, SINDH

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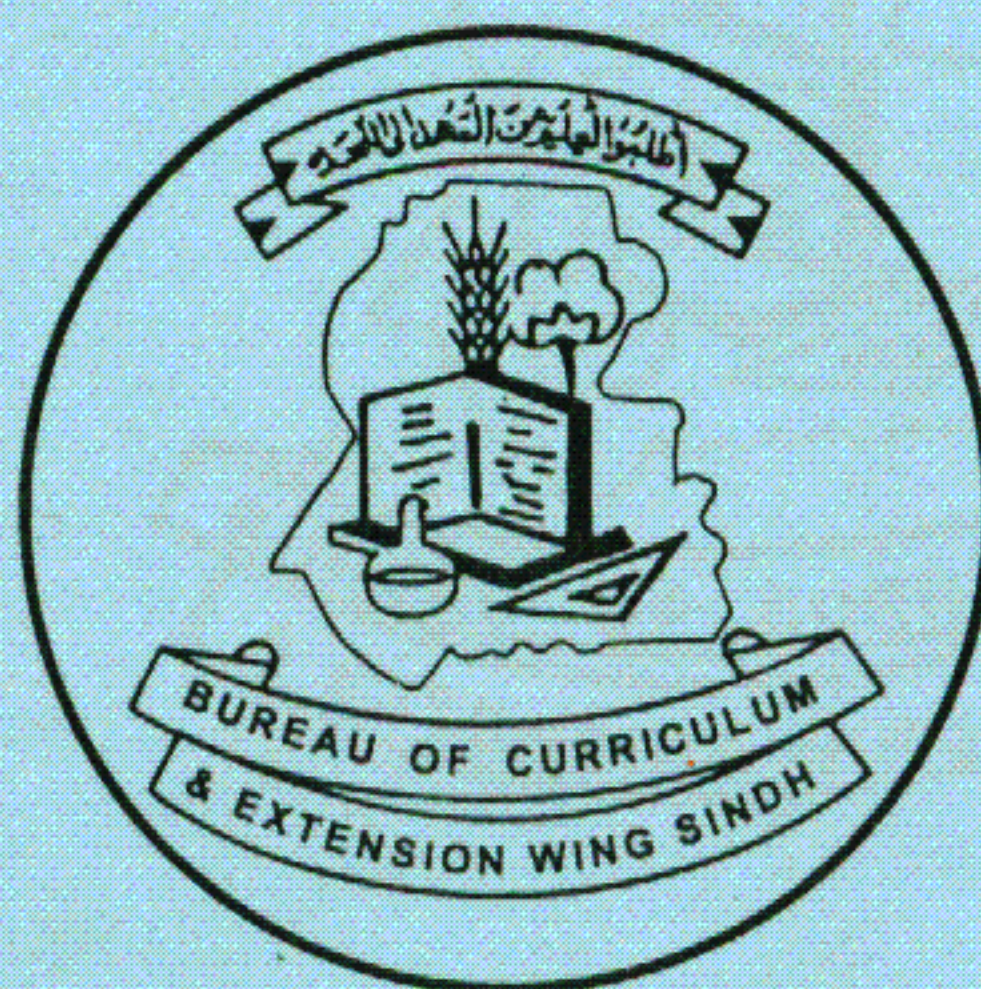
ASIAN DEVELOPMENT BANK

ENGLISH LANGUAGE

TEACHING UNITS

for

**MASTER TRAINERS OF ENGLISH
AT SECONDARY SCHOOL LEVEL**



**PROJECT IMPLEMENTATION UNIT
TEACHER TRAINING PROJECT**

**BUREAU OF CURRICULUM & EXTENSION WING SINDH
JAMSHORO**

DECEMBER 1998

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**BUREAU OF CURRICULUM & EXTENSION WING
SINDH JAMSHORO.**

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FOREWORD

Recent trend in the development of teaching units, and teaching modules, has helped the teachers of English in understanding the innovative techniques of teaching and testing of language acquisition and proficiency. Consequently the teachers have started displaying a keen interest in applying these new techniques and approaches in the actual class - room situation.

In view of the usefulness of the teaching units, the Federal Co-ordinating Unit, Teacher Training Project Islamabad, during the Inservice Training Programmes and Workshops for the Resource Persons of English inducted from all the four provinces,

undertook the exercise of developing the teaching modules/ units for the secondary school level (Class IX and X). The local consultant on English rendered valuable guidance in this respect.

Besides that, the Project Implementation Unit, Teacher Training Project Sindh organized the Inservice Training Programmes for the Master Trainers of High School Teachers in the subject of English. During these programmes some valuable units were also developed.

The assortment of teaching units, compiled in this booklet, is the result of a careful selection from amongst the teaching units prepared at Islamabad and in Sindh during the Inservice Training Programmes as mentioned above.

It is hoped that the teacher trainers and the teachers of English, at Secondary School level, would make an intensive use of the units. Each one of these units offers sufficient guidelines and impetus for

developing more activities for effective teaching in the class room situation. Any Suggestion for improvement of these units would be welcome.

NIZAMUDDIN MEMON
Project Director

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ENGLISH GROUP

UNIT NO. 1: PROPHET MUHAMMAD (Peace be upon him)

Learning Objectives:

At the end of the lesson the students would be able to:

1. Use simple past tense.
2. Read the text quickly and locate specific information.
3. Arrange the jumbled sentences in a proper order.

Teaching Material:

Chart of Pictures of:

- (i) Masjid-e-Nabwi.
- (ii) Harem Sharif.
- (iii) The Holy Quran.

Method:

COMMUNICATIVE:

PRE READING AND WARM-UP ACTIVITY: By showing the pictures:

The teacher will set the scene by asking some questions related to the text:

- What do you see in the picture?
- Where is Kaba?
- Can you tell the name of the mosque? etc.

New Vocabulary:

Blessing devote Migrate abundant abandon
ignorance usury opponents occasion

Activity No. 1:

Instruction: Teacher will make the meaning of the words clear by using it in the sentence and ask the students to make more sentences.

Examples:

Blessing: Allah has given us many things, for example, good health, food, etc. All these are his blessings.

Devoted: Those who serve others without any charges are truly devoted people.

Migrate: The Holy Prophet (Peace be upon him) left Makkah and migrated to Madina.

Abundant: Wheat is grown in large quantity in Pakistan. It is available every where. It is abundant in our country.

Rest of the difficult words will be explained by the teacher in the class.

READING COMPREHENSION

Activity No. 2:

Read paragraph 1 of the lesson and answer the questions:

1. Who was the first Prophet of Allah?
2. Who finalized the message of Allah?

Read paragraph (ii) of the lesson and answer the questions:

1. Where was the last Prophet of God born?
2. Who was the closest companions of the Holy Prophet?

Read paragraph (iv) of the lesson and answer the questions:

1. Who was Hazrat Abu Talib?

Activity No. 3:

Change the following sentences into simple past tense:

1. The Quraish send a deputation to Prophet's Uncle.
2. Number of believers begin to increase in Makkah.
3. The Arabs know no law except that of the fittest.
4. The chiefs decide to suffer Banu Hashim.
5. The Quraish follow the Muslims wherever they go.

Activity No. 4:

Arrange the following sentences in proper order:

1. Back in Makkah the Prophet had left Hazrat Ali to return the deposits.
2. The Quraish followed and stood outside the cave for hours.
3. The Prophet along with Hazrat Abu Baker took refuge in a cave.
4. At the entrance of the cave a spider had woven a web and a wild dove had laid eggs in its nest.

PRE-TEST

Instruction:

Before you begin this unit, take the pre-test.

1. *Tick the correct answer:*

i) 'Ancestors' means:

- (a) Fore- fathers
- (b) Followers
- (c) Relatives
- (d) Parents

ii) 'Saint' means:

- (a) Poet
- (b) Holy person
- (c) Philosopher
- (d) Scholar

iii) 'Descendants' means:

- (a) Followers
- (b) Citizens
- (c) Successors
- (d) Contemporaries

2. *Make suitable adjective- noun pairs from the following words: s:*

calm - mind - lengthy - sensitive - power - people -
atmosphere

discussion - poetic - few - spiritual - nature - ways - gentle.

Example: Calm atmosphere.

3. *Arrange the following words/ phrases in proper order:*

(a) This year - passed - my friend - in first class - his - annual examination - 1995.

(b) Into the river - yesterday - frog - a little - jumped.

KEY

1. (i) a

(ii) b

(iii) c

2. Sensitive mind, lengthy discussion, few people, calm atmosphere, spiritual power, poetic nature, gentle ways.

3. (a) My friend passed his annual examination 1995 in first class this year.

(b) A little frog jumped into the river yesterday.

SHAH ABDUL LATIF

Specific Objectives:

By the end of the unit, you will be able to:

- Know the vocabulary essential for comprehension of the text.
- Read the text quickly for information.
- Go through the text in order to locate specific information.
- Read the text and transfer the information on to a mind map.
- Arrange jumbled sentences in proper order so as to understand the correct sentence formation.
- Identify the pairs of nouns and adjectives.

Activity No. 1: Warm- up

You are going to read a text about Shah Abdul Latif. Do you know what is he known for?

Activity No. 1: Warm- up

- A** Consult the dictionary and write the meaning and part of speech of the following words. The first is done for you.

Example:

Word	Meanings	Part of Speech
Ancestors	fore fathers	Noun
Descendants		
Dignity		
Sensitive		
Devotion		
Purity		
Simplicity		
Scholar		

B. Saint

Find out the words related with “saint” from the text and write these words in the following form..

Example: Prayer is related to saint.

Prayer

SAINT

C. Shrine

You are shown two pictures of tombs. How is a Tomb different from a shrine and a Mosque. You can discuss with a friend and consult a dictionary. Paste two pictures each of a Shrine and a Mosque.

Meaning

TOMB

MOSQUE

SHRINE

Activity No. 3: Reading:

Read the first five paragraphs of the text, select a suitable title for each paragraph from the jumbled list given below. Now write the correct No. of the paragraph against each title.

S. No.	Titles	Correct No. of Paragraph
1.	Shrines of saints	-----
2.	Saint of Bhit	-----
3.	Preaching of Islam	-----
4.	Ancestors of Shah Abdul Latif	-----
5.	Qualities of Shah Abdul Latif	-----

Activity No. 4: Comprehension:

You are given a few questions and their answers from the text. Tick "T" if the answer is correct and "F" if it is false.

Q. 1: Why did Shah Abdul Latif's ancestors like Sindh? (para-3)

Ans: Shah Abdul Latif's ancestors liked Sindh because Sindh was a centre of commerce and trade. (T/F)

Q. 2: How did Islam spread far and wide in Sindh? Para - 1)

Ans: Islam spread far and wide in Sindh through the efforts of rulers. (T/F)

Q. 3: Why did Shah Abdul Latif love the lake which is near the mound? (Para- 6)

Ans: Shah Abdul Latif loved the lake because of its calm atmosphere. (T/F)

Q. 4: What are the qualities of Latif's poetry? (Para-8)

Ans: Latif's poetry is simple and full of music. (T/F)

Activity No. 5: Reading:

On the mind map given below are some causes about facts relating to Shah Abdul Latif's life. Read the cue and fill in the factual detail on the line above.

Activity No. 6: Grammar: (Sentence order)

Arrange the following sentences in proper order:

1. Shah Abdul Latif's ancestors during the days of Tamerlane to Sindh had migrated
2. Saint of Bhit as Latif came to be known.
3. Equility of men he believed in the and brotherhood.
4. His heart with the love of God was soon filled.
5. Sensitive mind a very had Shah Latif.

Activity No. 7: Grammar: (Adjective-. Noun pairs)

Find out the pairs of nouns and adjectives from the text and then write other suitable adjectives for the same nouns.

Example: Noun- adjective pairs from the text: good deeds.

Other suitable adjectives for the noun 'deed': 1. Bad deeds etc.

1. Deed	(i) Great Deeds (ii) Bad Deeds (iii) Worthy Deeds
2.	
3.	
4.	

- 1) Write the answers to the following questions:
 - (a) Which instrument was invented by Shah Abdul Latif?
 - (b) What is Latif's Message?
- 2) Write suitable adjectives before the following nouns:
mind - atmosphere - deed - music - king.
- 3) Arrange the following sentences in proper order:
 - (a) when the teacher stood up every one the class entered?
 - (b) English period we have an every day.
- 4) Write the meaning and the parts of speech for the following words:
ancestors - dignity - descendants - poetry - musician.

1. (a) Shah abdul Latif invented "Tambooro".
(b) Latif's message is the message of love.
2. Sensitive mind - Sound mind - Healthy atmosphere.
Good deed - Bad deed - Sweet Music - Gret King.
3. (a) When the teacher entered the class every one stood up.
(b) We have an English period every day.

4.	Word	Meanings	Part of Speech
	Ancestors	forefathers	Noun
	Dignity	Worthiness, excellence, honour, respect	Noun
	Descendants	Successors	Noun
	Poetry	Poetical composition	Noun
	Musician	One who plays music	Noun

UNIT NO. 3:

ALLAMA IQBAL

Learning Objectives:

By the end of this unit, you will be able to:

- (1) Know correct meaning of new words.
- (2) Read the text with comprehension.
- (3) Identify Direct and Indirect speeches and convert the narration.
- (4) Write a passage with missing words.

Activity No. 1: Warm- up

Look at the picture on your right and answer the following question. Picture must be displayed in the class.

- (1) What place is this?
- (2) For what event is the year 1940 important?
- (3) Can you think of the important personalities associated with the event.

Activity No. 2: Vocabulary Development

Column "A" contains words and column "B" their meanings in jumbled order. Re-arrange the meanings under column "C".

S. No.	A	B	C
1.	anxious	competition	-----
2.	achievement	ruin, death	-----
3.	accomplishment	performance	-----
4.	destruction	uneasy with fear and desire regarding some thing doubtful or eager	-----
5.	moment	the greater number	-----
6.	moment	very short time	-----
7.	struggle	change of position	-----
8.	majority	To make great efforts	-----

Activity No. 3: Scanning

You are given some questions. Read the text and encircle the correct answer from the options given below each question:

- 1) When was Allama Iqbal born? (Para - I)
(a) 1876 (b) 1877 (c) 1885 (d) 1886.
- 2) For what was Allama Iqbal famous? (Para - 2)
(a) as a poet (b) as a philosopher (c) as a politician
(d) all of the above.
- 3) Why did Allama Iqbal want a separate state for the Muslims of India? (Para - 3)
(a) So that the Muslims could dominate the Hindus.
(b) Because the Muslims of India were a separate nation.
(c) Because the Hindus did not like him.
(d) Because he wanted to be the Head of the new state.
- 4) When was Pakistan Resolution passed? (Para - 6)
(a) 1939 (b) 1940 (c) 1937 (d) 1930.
- 5) What was the goal of Allama Iqbal? Para - 3)
(a) Freedom of India from British rule.
(b) Unity of Muslims and Hindus.
(c) Creation of a separate Muslims state.
(d) None of the above.

Activity No. 4: Comprehension check

Read the text and complete the passage by filling in the missing information. Allama Mohammad Iqbal was born in _____ on 9th November 1877. He is generally known as the poet of the _____. He presided over the meeting of All India Muslim League in 1930. He demanded a separate Muslim _____. The Muslims awoke from their sleep as a result of the efforts of _____. Due to these efforts _____ was passed on 23rd March 1940 and Pakistan appeared on the map of the world on _____ under the leadership of _____.

Activity No. 5: Grammar

You will now practice the conversion from Direct to Indirect Speech. Go through the following definitions in order to refresh your memory.

Direct Speech: In the Indirect speech actual words of the speaker are given in inverted commas. e.g.

Umer said, "I am a healthy man."

Indirect Speech: Actual words of the speaker are not given in Indirect speech. There is a change of some words without changing their meaning. e.g.

Umer said that he was a healthy man.

Now study the following three solved examples carefully and pick out some sentences of the same pattern of Direct speech from the text and convert them into Indirect Speech.

S. No.	Direct Speech	Indirect Speech
1.	Aslam said, "I am all right".	Aslam said that he was all right.
2.	Ahmed said, "Health is Wealth".	Ahmed said that health is Wealth.
3.	Ali said to friends, "Don't you think, its time to go home."	Ali asked friends whether they thought, it was time to go home.
4.		
5.		
6.		
7.		

TEST

- 1) Give the synonyms of the following words:
anxious - accomplishment - struggle.
- 2) Write the answers of the following questions:
 - (a) When was the Pakistan Reslution passed?
 - (b) What was the goal of Allama Iqbal?
- 3) Fill in the blanks wityh appropriate word/phrase:
 - (a) He_____ England for higher studies.
 - (b) He was well versed in philosophy, both _____ and _____
- 4) Change into Indirect Speech.
 - (a) He said, "I shall go to Karachi".
 - (b) She said to me, "Have you done your homework".
 - (c) The teacher said, "The earth revolves around the sun".

KEY

- | 1. | Word | Synonyms |
|----|----------------|-------------------|
| | anxious | troubled, worried |
| | accomplishment | achievement |
| | struggle | effort, strife. |
2. (a) Pakistan Resolution was passed on **23rd March 1940**.
(b) The goal of Allama Iqbal was a **separate state for Muslims**.
3. (a) Went to (b) eastern, western.
4. (a) He said that he would go to Karachi.
(b) She asked me if I had done my home work.
(c) The teacher said that the earth revolves around the sun.

UNIT NO. 4:

QUID-E-AZAM

Learning Objectives:

By the end of this unit, you will be able to:

- (1) Read the text with comprehension.
- (2) Formulate nouns from the verbs.
- (3) Use new vocabulary in sentences.
- (4) Write a paragraph with the help of a flow chart.
- (5) Know and pick out questions on different topics.

Activity No. 1: Warm- up

Look at the picture of this Masoleum. In which city is it situated? who is buried here?

Activity No. 2: Reading Comprehension

Read the text carefully and write the answers of the questions with the help of cues given within brackets against each question:

1. Why is Mohammad Ali Jinnah called Quaid-e-Azam?
(Services to the Muslims)
2. Why is 14th August 1947 an important date for us?
(Independence)
3. What did Quaid-e-Azam say about education? (Good education, character building)
4. What advice did Quaid-e-Azam give to his people?
(Service to Pakistan)

Activity No. 3: Grammar

Form nouns from the following verbs:

Verbs	Nouns
Produce	Production
Mobilize	Mobilization
1. Introduce	-----
2. Educate	-----
3. Determine	-----
4. Appreciate	-----
5. Create	-----
6. Generate	-----
7. Inform	-----
8. Examine	-----

Activity No. 4: Vocabulary Development:

You are given some words from the text along with their meanings. Use the words in sentences of your own.

S. No.	Word	Meaning	Usage in Sentences
e.g.	Improvement	a change for better	Last year Aslam's hand writing was not clear. Now his hand writing has become clearer. There is an improvement in his writing.

1. Determination	Direction to a certain end, resolution	
2. Generation	People of the same age or period	--
3. Foundation	Base of a building	
4. Efficiency	Effectiveness	
5. Domination	Control	
6. Appreciation	The act of setting a value specially on work of literature or art.	_
7. Mobilizer	ability to move about	
8. Campaign	operation of that time	

Activity No. 5: Writing Composition:

Write a paragraph on the life of Mohammad Ali Jinnah with the help of a chart. You may consult book/material other than your text.

Activity No. 6:

(a) What is the meaning of "Quotable Quotes". Consult dictionary.

(b) In your text you have four "Quotes" by Quaid-e-Azam. In column 'A' you are given the topic of these "quotes". Write the actual words spoken in column 'B'.

Column "A"

Column "B"

1. Importance of Education

2. Honest and selfless devotion

“ _____
_____ ”

3. Hard work with faith in God

“ _____
_____ ”

4. Equality of all Pakistanis

“ _____
_____ ”

Activity No. 7:

Write 'quotable quotes' of any two famous personalities. Paste their pictures next to the "Quotation". You may consult other books/materials.

Picture

Quotation

1.

“ _____
_____ ”

2.

“ _____
_____ ”

TEST

Encircle 'T' if the statement is true and 'F' if it is false.

1. Mohammad Ali Jinnah is called Quaid-e-Azam because he rendered his services to the Muslims of India. (T/F)
2. 14th August 1947 is an important test for us because Pakistan Resolution was passed on this date. (T/F)

3. Quaid-e-Azam became the first Governor General of the newly created state. (T/F)
4. The noun of the verb educate is educated. (T/F)
5. The noun of the verb generate is generation. (T/F)
6. The verb of the noun production is produce. (T/F)
7. Direct speech: I said to him, "do you agree with me"?
Indirect speech: I agree with him. (T/F)

KEY

1. True
2. False
3. True
4. False
5. True
6. True
7. False

PRE-TEST

1. Fill in the blanks with appropriate words.

There was a jungle at some distance from the capital. In this jungle, there lived an (1) _____ and wise man. Who was known (2) _____ a saint. His fame had spread (3) _____ and wide. The king had heard (4) _____ him. He wanted to ask for (5) _____ not like the rich people. He (7) _____ not want to mix with them. (8) _____ he was friendly with the poor.

2. Put the words in the appropriate column: (7 marks)

person healthy difficult helpful wait
wounded disguise reply automobiles wise
return enjoy tired discuss.

Verb	Noun	Adjective

3. Complete the following sentences any way you like:

1. The houses
2. Flies were
3. The king asked
4. You should not
5. The Villagers are

KEY

1. 1. old 3. as 3. for 4. of
 5. his 6. did 7. did 8. but

2.

Verb	Noun	Adjective
wounded	Person	healthy
reply	disguise	helpful
return	automobiles	wise
discuss		tired

3. Many answers are possible.

1. The houses were big.
2. Flies were sitting on the sweets.
3. The King asked the saint to answer.
4. You should not go out in the sun.
5. The villagers are hard working.

HEALTH IS WEALTH

Outline:

The text is a conversation between a father and son. They are talking about the importance of cleanliness for health and the diseases which can spread through mosquitoes and flies.

Objectives:

At the end of the unit you will be able to:

- learn names of some diseases carrying insects.
- understand the main points of a conversation.
- read for specific information.
- Use of 'oughtn't', 'shouldn't', 'mustn't' to express prohibition.

Activity No. 1: Warm- up:

Which of the following words do you expect to read in the passage:

*gold, fat, mosquitoes, dust, body, diseases,
doctor, education, happy.*

Activity No. 2: Reading for general information:

Now very quickly go through the text and say what the father and the son are discussing about. Choose the answer from the given options.

- (a) Cleanliness is important for health.
- (b) Good food is important for health.
- (c) Exercise is important for health.

Activity No. 3: Reading for specific information:

- (i) Read the text again. Which of the disease carrying creatures are mentioned in the passages:

1. _____.

2. _____.

3. _____.

- (ii) How do the following insects spread disease. Fill in the grid.

Insects	Disease	Spread how
Flies		
Mosquitoes		

Activity No. 4: Comprehension check:

Answer the following questions:

- (a) What happens to the things on which flies sit?
- (b) How do most of the diseases spread?
- (c) Where do mosquitoes usually live?

Activity No. 5: (Structure Practice):

The father stops Kashif from doing certain things. He uses expression like shouldn't. mustn't. Now complete the following sentences to say what the father asks Kashif not to do.

1. Kashif, you shouldn't _____.

2. Kashif, you oughtn't _____

3. You mustn't _____

STRUCTURE:

Subject	Modal	Verb (e.g)	Object (e.g)
I			
You			
We	must (n't)	eat	sweets
They	Ought (n't)	remember	dirty food
He	Should (n't)	Buy	everything
She			
It			

Now tell your younger brother or sister at least five thing which he/ she should not do in class. For example you can tell him/her.

- You mustn't talk in class.
- You ought to work hard.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Activity No. 6:

Write sentences under each picture saying what should or shouldn't be done.

get up

work hard

take milk

Not talk in class

help old woman

Activity No. 7: Spelling:

Complete the following words without looking at the passage.

ge-m, d-rt-, -i-eas-s, he-l-h, fl-e-

TEST

Do the following questions before you move on to the next lesson.

1. Complete the following sentences:

- (a) Flies and mosquitoes cause diseases because _____.
- (b) You shouldn't _____.
- (c) _____ are enemies of our health.
- (d) We must _____.
- (e) _____ fond of sweets.

2. Complete the following words:

-hop, s-eets, r-m-mbe-, fl--s, h--lt-y.

KEY

- 1. (a) Flies and mosquitoes cause diseases because they carry germs.
- (b) You shouldn't waste your time.
- (c) Flies and mosquitoes are enemies of our health.
- (d) We must work hard.
- (e) He is fond of sweets.

Note: for b, d and e, there can be number of possibilities.

- 2. (a) Shop, Sweets, remember, flies, healthy.

UNIT NO. 6:

THE VILLAGE LIFE IN PAKISTAN

Outline:

The lesson is about the life in Pakistani Villages, how people live there, what jobs they do and what customs they follow. There is also some comparison between village life and city life.

Specific Objectives:

The lesson will help you to:

- read for general information.
- read for specific information.
- practice the use of adjectives and their opposites.
- get familiar with the format of an informal letter.
- compare village life with the city life.
- describe a place.

Activity No. 1: Warm- up:

Which of the following words are related to the city life
some words or phrases may be related to both.

*dusty street, farmers, milk, butter, tea, fresh air,
smoke, crops, noise, cows, buses, tools.*

City Life	Village Life

Activity No. 2: Reading for main Ideas:

Go through the text quickly, Match the given titles with an appropriate paragraph. Not all paragraphs have titles.

City Life	Village Life
meeting place village houses habits jobs reasons for not writing charms.of village life village Imam	

Activity No. 3: Reading for specific information:

Read the passage carefully and complete the following sentences. Number one has been done for you.

1. Villagers are simple people.
2. The streets are _____.
3. The houses are _____.
4. The houses are _____.
5. The Imam of mosque and primary school teacher are _____.
6. Otaq'is _____.
7. Village people wake up _____.
8. Women make _____.
9. Farmers work _____.
10. In a village one can enjoy _____.

Activity No. 4: Comperhension check:

Read the passage again and answer the following questions:

- 1. What kind of life do village people live?

- 2. Why are village people healthy and strong?

- 3. What does the Imam of the mosque do?

- 4. What do villagers do in the evening?

- 5. What can you see the farmer doing?

Activity No. 5: Vocabulary:

Make a list of at least sixteen adjectives in the passage.
(Adjectives are the words used to describe):

things, people, places or ideas, For exâmples simple, natural, etc.

- | | |
|----------|-----------|
| 1. ----- | 9. ----- |
| 2. ----- | 10. ----- |
| 3. ----- | 11. ----- |
| 4. ----- | 12. ----- |
| 5. ----- | 13. ----- |
| 6. ----- | 14. ----- |
| 7. ----- | 15. ----- |
| 8. ----- | 16. ----- |

Structure:

Adjectives:

Study carefully the sentence

She	<u>lives</u> in a	<u>big</u>	house
subject	verb	adjective	noun

An adjective is a word used to describe a noun. It is usually written before a noun. Sometimes it may occur without a noun but it always describes a noun. Example: The air is fresh. There is no noun with an adjective “fresh” but it describes a noun “air” S V Adj.

Activity No. 6: Describing a place:

Now first read the text. Then close the book and use the adjectives in the above exercise to write on the village life.

Village Life

Activity No. 7:

Find the opposite of the adjectives listed in activity 5.

Note: An adjective may have more than one opposite words having totally different meaning.

For example: Simple, may have clever and difficult as its opposites. The choice of opposites depend on the situation.

Therefore, when using the adjectives, pay attention to their meaning and situations in which they are used.

Adjective	Opposites
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____

Activity No. 8: Format of a letter:

The passage is a letter. look at the format of the letter and answer each question about i.

A Letter about the Village Life in Pakistan

	Address of the sender? ----- ----- -----
Salutation?	Date?-----
Introduction?	

Closing sentence?
Sender's Name? -----

Activity No. 9: Writing a format letter:

Write a letter to your friend describing your town or village. The adjectives and their opposites in the above activities will help you. Use the format given below:

Your Address

Date:_____

Your friend's name,

1. Greetings

2. Description of your town

Paragraph (i) People

Paragraph (ii) Jobs

Paragraph (iii) Place

Paragraph (iv) People's habits/ way of living

3. Closing

Your name

TEST

1. Write the opposite of the following words:

- | | |
|------------|-----------|
| 1. healthy | 6. Blunt |
| 2. minor | 7. tall |
| 3. rare | 8. clever |
| 4. modern | 9. clean |
| 5. natural | 10. wide |

2. Fill in the blanks with appropriate words:

City people (1) ____ a comfortable life but it is also full of worries. They (2) ____ never happy with any thing. They (3) ____ to live in big houses with (4) ____ gardens. They also want to (5) ____ expensive cars, therefore they are not very (6) _____. The smoke from factories and automobiles makes the air (7) _____. City people (8) ____ to parks and gardens to get fresh (9) _____. They are (10) ____ there.

KEY

- | | |
|--------------------------|-------------------------------------|
| 1- 1. Sick, unhealthy | 6. Sharp, diplomatic |
| 2. major | 7. short |
| 3. common | 8. simple, straight forward, stupid |
| 4. old, old fashioned | 9. dirty |
| 5. unnatural, artificial | 10. narrow |
| 2- 1. lead | 6. were |
| 2. want, wish | 7. big, beautiful |
| 3. buy, get, have | 8. happy |
| 4. dirty, polluted, bad | 9. go |
| 5. air, oxygen | 10. happy. |

Outline:

It's a story of a king who wanted to know the secret of success. He went to a jungle where he worked hard for a saint for one day and was able to get the answer.

Objectives:

The lesson will help you:

- to understand the structure of a story.
- to read for main points.
- to read for specific information.
- to understand what pronouns refer to in sentences.
- to practice time phrases.
- to write a story using time phrase.

Activity No. 1: Warm-up:

Read the title of text. What kind of text is it?

- an essay
- a report
- a story
- a letter

Activity No. 2: Reading for understanding the sequence:

Read the passage quickly and arrange the sentences in proper order:

- (a) The king went to a jungle disguised as a begger.
- (b) The king wanted to know the answer to the three question.
- (c) He got the answers to his questions.
- (d) No body could answer his questions.
- (e) An injured man came running to the king.
- (f) The king continued digging.
- (g) The saint did not answer his question.
- (h) He helped the injured man.

Activity No. 3: Reading for specific information:

Read the passage quickly. Which of the following sentence are true:

- 1. The king wanted to know the secret of success.
- 2. He called the wise man of the country because he thought they knew the answer.
- 3. The saint did not answer the king's questions because did not know the answer.
- 4. The saint helped the injured man.
- 5. The king did not know that the injured man was his enemy.
- 6. The most important time is when you are with someone.

Activity No. 4: Understanding references:

What do the following words refer to?

- them (line 17) refers to _____
- them (line 30) refers to _____
- him (line 39) refers to _____
- Sir (line 47) refers to _____
- He (line 60) refers to _____
- He (line 64) refers to _____

Activity No. 5: Reading for comprehension:

Answer the questions:

1. Why did the king look like a poor man?
2. Why did the king himself start digging?
3. Who injured the bearded man?
4. Why did the injured man tell the king that he was his enemy?
5. Why didn't the injured man kill the king.

Activity No. 6: Vocabulary building:

Read carefully the underlined words or phrases in the sentences. Match them with their meanings:

1. A long time ago there lived a king who was in search of the secret of success.
2. At last, the king thought of a scheme to overcome this difficulty.

3. After some time he asked the saint for the answers but the saint paid no attention.
4. At the break of the day the king awoke.
5. When the bearded man had departed, the king again asked the saint for the answers of his questions.

MEANING:

- (a) in the morning.
- (b) in the end.
- (c) hundreds of years ago.
- (d) after one thing had finished.
- (e) later.

All the underlined phrases in activity No. 6 are time phrases. They show the time when something happens, (It could be present, past or future). They give some sequence to a story.

Activity No. 7:

Look at the pictures. Put them in proper order. Use the time phrases with each picture. (The pictures may be arranged by the teacher).

- yesterday
- finally
- when
- first
- then

Activity No. 8: Narrating a story:

With the help of the pictures in Activity 7 write a story on "One Friday Morning". Some words and phrases are given to help you. Use past tense.

One Friday Morning

Activity No. 4: Understanding references:

Paragraph - I

- When did it happen?

Where did it happen?

Who was that?

Paragraph - II

What happened first?

What happened next?

What happened after this?

Paragraph - III

- What happened in the end?

A Robbery.

TEST

- 1- Fill in the banks with appropriate words.

Yesterday, I woke up very (1) _____. It was 7.30am. I got dressed (2) _____. When I reached the bus stop, it (3) _____ 80'clock. My school bus had already (4) _____. I thought of taking a taxi but I had only Rs. 10 in my pocket. Therefore, I (5) _____ to run to school. It's only two kilometers (6) _____ the bus stop. When I (7) _____ the school. I found that the gate was locked. I was surprised (8) _____. I found the gate keeper. The gate keeper also (9) _____ me. He shouted. "Ahmed. What (10) _____ you doing here? Don't you know its Friday today!"

2- Put the sentences in proper order and make a story.

- (a) I had arranged a party for my friends.
- (b) Every body bought me a present.
- (c) Last week was my fifteenth birthday.
- (d) My best present was from my father-it was an encyclopedia.
- (e) They came at 7 o'clock.
- (f) But I was very excited. I did not even take rest.
- (g) In the evening I put on a new dress.
- (h) When I came from school, I was very tired.
- (i) The table and charis were set in the garden.
- (j) All my friends left at 10 o'clock.

KEY

1- 1. Late 2. Quickly 3. was 4. left 5. decided
6. from 7. reached 8. finally 9. saw 10. are.

2- (c), (g), (f), (a), (i), (e), (b), (d), (j)

Objectives:

The lesson will help you to:

- Learn few facts about a Neem Tree.
- Pronounce similar sounding words.
- Understand the difference in the sentence structure of a verse and a prose.
- Write some rhymes.

Activity No. 1: Warm- up:

Have you seen or heard of a Neem Tree. Write at least five reasons why it is an important tree of Sindh and Punjab. If you are not familiar with the tree get some information from a gardener of a nursery.

Activity No. 2: Pronunciation:

Read the poem loudly and pay attention to the sounds of the last words of each sentence.

- (i) Who are the two characters of the poem?
- (ii) Read the poem and write the adjectives used to describe Neem.

Activity No. 3: Reading for specific information:

Look at the picture. Complete the phrases with the help of the poem Don't worry about the meanings of difficult words.

Activity No. 4: Vocabulary building:

*Find the meaning of the following words in a dictionary.
What part of speech are they?*

Word	Meaning	Part of Speech
Beam	Sun rays	noun
wanderer		
vice		
woe		
steadfast		
bold		
sacrifice		

Activity No. 5: Reading for Comprehension:

The poet wishes man to be like a Neem Tree. As he has doubts, he questions about his wishes. Now for every sentence given below, write the question which the poet asks about man.

Example: The poet wants man to be as brave as a Neem Tree.

Q. Could man be as bold as thou?

1. He wants man to bear all kinds of sufferings bravely.

Q. _____.

2. He wants man to save people from the sufferings.

Q. _____.

3. He wants man to save people from poverty.

Q. _____.

4. He wants man to learn to sacrifice for others.

Q. _____.

Activity No. 6: Guided Writing:

Write the description of Neem. You can use the words in the poem.

Activity No. 7: Rhyming Words:

Write two similar sounding words for each group of words.

1. Neem 2. Spray 3. All 4. Arm 5. Shade 6. Vive

beam away fall harm afraid rice

cream _____ _____ _____ made _____

Team _____ _____ _____ _____ _____

Activity No. 8: Writing rhymes:

Complete the poem by using a pair of similar sounding words in each verse. Choose words from the list. Some words can be used twice.

Dream, nice, boys, ground, neem, mice, noise

sound, shade, afraid.

A DREAM

I had a _____

Sitting under a _____

I was eating _____

along with _____

There were also _____

Who were making a _____

Suddenly I heard a _____

Which shook the _____

But, we were not _____

and sitting under _____

We continued eating _____

With our big _____

Activity No. 9: Writing a Poem:

Now write a poem of your own. Follow this sentence structure.

Line 1 Subject + Verb + Object

Line 2 Verb + Adjective + Subject

All other sentences should follow line 1 and 2 structures.

TEST

1. Read the poem "Stopping by Woods on a Snowy Evening". Who are the characters of the poem? Where is the poet?
2. How are the woods described in the poem. Write all the adjectives used here.
3. Make at least three similar sounding words for each word. They should not be from the poem. (9)

Take	Your	deep
-----	-----	-----
-----	-----	-----
-----	-----	-----

KEY

1. The poet and his horse. He is in the woods.
2. The woods are lovely, dark and deep. They are covered with snow.
3. Possible answers.

- take	- year	- deep
- lake	- fear	- sleep
- make	- ear	- keep
- bake	- near	- jeep
- fake	- dear	- sheep
etc.	etc.	etc.

POST TEST

Read the passage and do the exercises:

1. Water is usually liquid, such as rain water or sea water. It can also be solid, such as ice, snow, and it can be gas or vapour. Four example in Antarica the thickness of the

3. Ice is about three thousand seven hundred meters and on a clear day in the U.K there are over twenty two million kg. of water above one square km of land.

Water is always moving. It moves all the time in a cycle. Rain falls to the ground.

6. From rain clouds. Some of this water goes deep into the earth through rocks and becomes underground water. Some water as vapour, rise from the earth and makes new clouds. This vapour comes from plants and trees, from the rivers and from the

9. ground. It also comes from the oceans and seas. So, the cycle is complete. The rain falls from clouds, and it rises again to make new clouds.

1. *Fill in the blanks:*

(i) The ice in Antartica is very _____.

(ii) "This water" (line No.6) refers to _____.

(iii) Water in the air is called _____.

(iv) It (line No.9) refers to _____.

(v) The cycle (line No.9) refers to _____.

2. Here is the diagram of the water cycle. Refer to the passage and complete the gaps. Write only one word in each gap

3. Arrange the following words and phrases in the correct order:

(i) dust a lot of is there.

(ii) shopping Omar his father one day with went.

(iii) at dawn the village generally people awake are

(iv) the bearded man found stolen the dog was that

4. Write the correct form of the verb in each blank:

(i) Last week I (go) _____ to Lahore.

(ii) My younger brother (not Listen) _____ to what I said.

(iii) Ahmed (be) _____ bank manager and (get) _____ good salary.

(iv) Shabnum (watch) _____ a film tomorrow.

KEY

1. (i) Thick (ii) rain water
(iii) Vapour (iv) water cycle
2. (i) Clouds (ii) rain (iii) rocks (iv) underground water
(v) Vapour (vi) Vapour (vii) Ground (viii) River.
3. (i) There is a lot of dust.
(ii) One day Omar went shopping with his father.
(iii) The village people are generally awake at dawn.
(iv) The bearded man found that the dog was stolen.
4. (i) Went (ii) did not listen
(iii) is, gets (iv) will watch.

Learning Objectives:

It is hoped that after finishing the poem the students will be able to:

recite the poem with rhythm.

Identify nouns, and adjectives in the poem.

Write the main idea of the poem in their own words.

Teaching Materials:

Some pictures of Quaid-e-Azam, Allama Iqbal, Major Aziz Bhatti, etc.

Warm up Activities:

The teacher will show the pictures of some famous people to the students and ask a few questions such as:

Step 1:

- (i) What do you know about these people?
- (ii) Why is Quaid-e-Azam famous?
- (iii) Why is Major Aziz Bhatti respected? etc.

Step 2:

- (i) Do you know some brave people?
- (ii) Why do you think they are brave?

Presentation

Activity Step 1:

- Recitation of the poem by the teacher, two times.

Step 2:

- After this the teacher will explain the poem.

Step 3:

- Recitation in chorus with the class.

Step 4:

- Individual recitation by the students, (two or three) and finally by the teacher.

New Vocabulary:

Activity:

Fill in the blanks with appropriate words given below:

deep, stand fast, pillars, honour, truth.

1. Every Muslim should always speak _____.
2. Success comes to those who _____.
3. We give _____ to our teachers.
4. There are five _____ of Islam.
5. This well is very _____.

COMPREHENSION

Activity: Find out Noun and Adjectives in the poem and write in the relevant columns:

Nouns	Adjectives

Now by using these adjectives make some phrases:

Example: Great Leader

Activity Adjective

Write appropriate words having the same sound pattern against the given words:

<u>Example:</u>	Gold	Told
	Great	-----
	Sleep	-----
	Fly	-----
	Men	-----
	Sake	-----
	Dare	-----
	Fast	-----
	Stand	-----

Writing Activity:

Match the paraphrasing with the poem's lines:

(a) Not gold, but only meen can make; A people great and strong.	These are the people who bear hardships for dignity and truth.
(b) Men who, for truth and honours sake, Stand fast and suffer long.	They put endless efforts to their work and never leave the battle field..
(c) Brave men who work while others sleep. Who dare while others fly.	Strength of a nation depends on its people and not on the material resources..
(d) They build a nation's pillars deep. And lift them to the sky.	Such are the people who bring prosperity and raise the nation to the height of excellence.

UNIT NO. 10: PARAGRAPH WRITING (A TRIP TO THE HILLS)

learning objectives:

After the completion of the lesson the students would be able to:

- (1) Write a simple paragraph.
- (2) Use past tense, through the given verbs.
- (3) Develop the paragraph from jumbled sentences and put the sentences in to sequence and make the paragraph meaningful.

METHOD:

Development Method:

TEACHING MATERIALS:

- (1) Picture about the topic.
- (2) Chart of words.
- (3) Chart of sentences.

Activity No. 1:

Group work

10 Minutes

INSTRUCTIONS:

Teacher shows a picture about the topic and display a chart of words to the students and suggests as many words as possible, related to the topic. The pupils are asked to select and write the appropriate words from the chart.

When the groups complete the activity, the teacher asks the group leader to read what they have done. When all the group leaders finish their reading then the teacher

shows them the chart of related words. He/she asks the pupils to make sentences with the help of given words. The list of words can also be distributed among the pairs of the pupils for working jointly.

CHART OF WORDS

Examination	Language
Spring	Zigzag
Future	Difficulty
Holidays	Invigilators
Shopped	Scenery
Decided	Commotion
Trip	Collect
School	Candidate
Train	Climate
Suspected	Peaks
Set out	Enjoyed
Hired	Expire.

Activity No. 2:

Group work

15 Minutes

INSTRUCTIONS:

Teacher displays the chart of sentences and asks the students to select and circle the sentences which are related to the topic "A Trip to the Hills".

CHART

- (1) We marched along a zigzag way through the hills.
- (2) My father was transfered to lahore.
- (3) During the last spring holidays some of my friends and I decided to have a trip to the hills.
- (4) Father took me to the School.
- (5) When we reached an open space the scenery was very beautiful.
- (6) There are many books lying on the table.
- (7) Our luggage consisted of our beddings for which we hired two coolies.
- (8) They played circket on the play ground.
- (9) The ever gree bushes, wild flowers, and green grass looked very charming.
- (10) The climate was very healthy.
- (11) I hope you are happy today.
- (12) We went by train to Rawalpindi, from there we set out for Murree on foot.
- (13) After two or three days journey, we felt hungry all the time.
- (14) After six days we reached Murree and put up at an inn.
- (15) We could see the peaks of the hills covered with snow.
- (16) I have a one rupee note.
- (17) Murree is a very beautiful place.

- (18) I had joined a good school.
- (19) One day we hired a pony. The pony was very restive.
- (20) We returned to the inn same evening with one of us bad hurt.
- (21) They are old men.
- (22) We enjoyed this trip a great deal.
- (23) We stayed at Murree for six days.
- (24) As our holidays were about to end we returned home.

Activity No. 3:

Group work

15 Minutes

When the groups complete the activity the teacher asks the groups to bring all the jumbled sentences into sequential order so that they give complete sense.

EXPECTED PARAGRAPH (ATRIP TO THE HILLS)

During the last spring holidays some of my friends and I decided to have a trip to the hills. We went by train to Rawalpindi from there we set out for Murree on foot. We marched along a zigzag way through the hills. When we reached an open space the scenery was very beautiful. The evergreen bushes, wild flowers and green grass looked very charming. After two or three days journey, we felt hungry all the time. The climate was healthy. After six days we reached Murree and put up in an inn, Murree is a very beautiful place. It's climate is healthy and enjoyable. We could see the peaks of the hills covered with snow. We returned to the inn the same evening. We stayed at Murree for six days. We enjoyed this trip a great deal. The ups and

downs of the hills were specially enjoyable. We walked long distances every day. As our holidays were about to end, we decided to return home.

INDIVIDUAL WORK:

The students will then be asked to write not more than 20 sentences on the topic: "A trip to the Museum". They will be instructed to use some relevant sentences from the above paragraph.

The chart of the model paragraph prepared by the teacher will be put on the wall when the children would have finished their work.

"Our friends decided to go for an outing. Last sunday we decided to visit the Museum at Makli, near Thatta. We went by bus to Thatta. From thatta we hired a taxi to Makli. Makli is not far away from Thatta. We reached the Museum in half an hour. The climate was healthy. We felt hungry all the time. We ate some snacks and had tea at the Museum cafeteria. Then we purchased tickets and entered the Museum hall. We saw many articles belonging to the Talpur kings and princes who were the rulers of Sindh and lived in its capital city "Thatta". There was a guide in the Museum. He showed us round and told the history of many objects. When we finished our visit, we got back to Thatta, had a lunch in a restaurant and came back home on a bus. It was a very informative and enjoyable journey."

The teacher finally asks the students to improve their own paragraph and hand over the same to the teacher for corrections and further improvements.

1. Objectives:

At the end of the lesson, the students will be able to:

- (a) Use past tense in their speech.
- (b) Read the Passage fluently.
- (c) Use new vocabulary in their own sentences.
- (d) Read with understanding.
- (e) Gain and apply the knowledge about fishing in Pakistan.

2. Methodology:

Eclectic method with special stress on communication approach.

3. Instructional Material:

- (a) Picture of a fisherman with a net in his hands.
- (b) Picture of a fisherman's boat in a sea.
- (c) Picture of a fish-market.
- (d) Pictures of people with different professions/ occupations.

4. Pre-Reading/Warmup:

- (i) Where do we get the fish from!
- (ii) Who sell the fish in the market?
- (iii) What is the man in the boat doing?

5. Reading:

After reading the given passage, the students will answer the following questions:

- (a) What our important source of sea food?
- (b) How long can a fisherman stay on boat in the sea?
- (c) Why is the fish not spoilt, lying in a boat for many days.
- (d) What are the two kinds of fishing?

6. Vocabulary (New words):

- (a) The teacher will identify new words in the unit and use them in simple sentences. The teacher will write the following words one by one on the B.B. He will pronounce each word correctly and get it drilled.

Source: Salary is my only source of income.

Engaged: My friend is always engaged in calculating his account

Occupation: Ali is happy with his occupation as farmer.

Flourishing: Cotton is one of the flourishing trades of Pakistan.

Locally: My radio is Japan made. It is not locally made.

Marine: Karachi is the place for marine fishing.

- (b) *Following words need to be explained:*

“Catch” (n), Spoilt, Stream.

“Catch”(n): It means the total amount of fish caught by the fisherman.

Spoilt: Whatever is spoiled or turned bad.

Stream: A small river running in the field or woods is called a stream.

7. Draw arrows to show the relationship of following words with their similar meanings in column2.

Column 1	Column 2
Nearly	to be busy
Engage	developing fast
Marine	in the neighbour.
Spoilt	destroyed- wasted
Flourishig	belonging to sea.

8. Tich () the correct verbs to complete each of following sentences:

- (i) They (stays, stay) at sea for days.
- (ii) Fish (is, are) not spoilt before (reach, reaching) the market.
- (iii) The fish caught from freshwater (is, are) usually small.
- (iv) Oceans of the world (is, are) full of fish.

9. Close test- Complete the passage with suitable words:

About three fourth of our _____ is covered with _____. _____ are the important _____ of our food. Fishing is not only a hobby but a _____ and a flourishig _____. Fishermen stay at _____ for days and even _____ and return with _____ of fish. The fish _____ from fresh water are usually _____ but more.

Learning Objectives:

At the end of the unit the students would be able to:

1. Draw main idea of the Text.
2. Use new words in their own sentence.
3. Read for specific information.
4. Change the narration (grammatical structures similar to those in the Text will be used).

Teaching Material:

1. Chart of narration.
2. Cards? (Containing dialogues).

Method:

1. Communicative Approach.
2. Audio- Lingual Method.

Activity No. 1: Warm up (Pre-Reading):

Teacher greets the class.

Teacher: Hello, Good Morning Every Body.

Students: Good Morning, Sir.

Teacher: How are you?

Students: Fine, Thanks.

Teacher: What a dirty class! let us clean it.

Teacher: Do you do your work at Home?

Students: Yes Sir.

Teacher: That's Good.

Activity No. 2: Instructions:

Teacher writes new words on the Black Board, explores previous knowledge of the students & asks the students to tell the meaning of the new words. (Guess the meaning with the help of the context). If the students don't make it clear then teacher makes it clear by showing pictures, real objects or 'meaning cards'.

New Words:

Reason, Noble, Advance, Treat, Fetched.

Reason: Aslam failed in the examination, reason is that he didn't work hard.

Noble: Ahmed does good deeds, he is a noble man.

Advanced: Japan manufactures new models of electronic goods every year. It is an industrially advanced country.

Treat: Patient was crying in hospital. Doctor did not treat him properly.

Fetched: Ahmed went to river, he fetched water for his friends.

Activity No. 3: While Reading:

Instructions:

Teacher asks the students, read the text quickly and then answer the questions.

Q. 1. Why did Akhtar not answer his mother?

Q. 2. What did Mr. Inayat tell the children?

Q. 3. What did teacher do himself?

Q. 4. What did Holy Prophet (P.B.U.H) Love?

Q. 5. Were the companions of the Holy Prophet (P.B.U.H) like him?

Activity No. 4: Instructions:

Teacher distributes cards of the dialogues among the students and asks some one from them to read the dialogues loudly. Teacher asks the students to read the text and tell that by whom these dialogues are delivered in the text.

Activity No. 5: Instructions:

What's missing? read carefully and fill in the missing words.

You are right, Rukhsana, Hazart Abu Bakkar _____ only did his own work but _____ fetched water for windows and neighbours _____ were every old and no one _____ for them. Hazrat Usman once carried _____ his shoulders a large sack of flour _____ for a needy family.

Activity No. 6: Instructions:

Teacher displays a chart and asks for looking at the following sentences:

- Direct:** Rukhsana, "uncle, Akhtar came home dirty and cross."
Indirect: Rukhsana told her uncle that Akhtar had come home dirty and cross.
Direct: Mr. Inayat (looking at Akhtar) "Akhtar what happened".
Indirect: Mr. Inayat looked at Akhtar and asked him what had happened.

Teacher asks the students to note carefully the change that happens when we change direct sentences into indirect sentences. Then asks them to change the narration of the following sentences:

1. **Akhtar:** "Uncle we are having social service week at school".
2. **Uncle:** "It's the work the makes you cross?"
3. **Akhtar:** "Should not I be cross? I am made to work like a servant".
4. **Uncle:** "Did your teacher do any thing?"
5. **Akhtar:** "The teacher swept the room and emptied the dust-bin".

Learning Objectives: After completion of this unit the students would be able to:

- use new words/ vocabulary.
- Change the narration.

Methodology:

Eclectic approach.

Teaching Material:

- (a) Picture of a Pakistani Villager.
- (b) Chart of various gathering- places.

Pre-Reading/ Warm up: Ask the following questions from the class:

- (a) Where do you spend your holidays?
- (b) How does a village look like?
- (c) What is the difference between a village and a town?

Silent Reading:

The teacher will ask the students to read first 2 paras of the lesson silently after the students have finished reading, she will answer them the following questions:

- (1) Where did Bilal decide to spend his vacations?
- (2) Why was the village decorated?
- (3) Why was it the best time to visit the village?
- (4) What had children gathered?

Activity No. 1: Vocabulary (New Words)

The teacher will write and pronounce new words one by one on the black board and then use each word in her sentences. Then she will ask the students to use the words in their own sentences.

WORDS

SENTENCES

Decorate

She decorated her house with colourful buntings on her child's birthday.

Crowd

There was a big crowd in "Hill Park" last Friday.
(Showing a Picture)

Temporary

His appointment is temporary.

Activity No. 2:

Write comparative and superlative degrees of the following adjectives:

Example: Old, Older, Oldest.

Adjectives: Great, Big, Famous, Popular, High, Beautiful, Intelligent.

Activity No. 3:

Fill in the blanks with the correct form of the verb:

- (a) He has _____ his work (Finish)
- (b) She _____ to the market yesterday. (go)
- (c) I am _____ a song. (Sing)
- (d) Ahmed will _____ a new car. (buy)
- (e) She had _____ her duty. (do)

Activity No. 4: Examples:

Direct: He said, "I work hard."

Indirect: He said that he worked hard.

Direct: I said, "you are a good girl."

Indirect: I said that she was a good girl.

Direct: He said to me, "I have finished my work."

Indirect: He told me that he had finished his work.

Direct: He said to me, "What is your name"?

Indirect: He asked me what my name was.

Direct: I said to her, "Where are you going"?

Indirect: I asked her where she was going.

Change the following narration:

I said to him, "where do you live"?

She said to me, "You are a good player of Hockey".

He said to her, "you have done your duty"?

I said to him, "Which is your house"?

He said to them, "You are brave".

UNIT NO. 14:

MOEN - JO - DARO

(First three Paragraphs)

Objectives:

At the end of the lesson the students will learn:

- (a) Correct pronunciation of the new words.
- (b) Use new vocabulary.
- (c) Use past Indefinite Tense.
- (d) Read with understanding.

Method:

- (i) Direct method.
- (ii) Eclectic Approach.

Teaching Material:

- (i) Picture of Moen-jo-Daro.
- (ii) Charts.
 - (a) Synonyms of new words.
 - (b) Model sentences of Past Indefinite Tense.
 - (c) Paragraph showing missing verbs.

Pre-Reading/ Warm Up:

The teacher asks questions from the students to get them attentive:

- Q. 1. What do you mean by "Moen-jo-Daro?"
- Q. 2. Have you seen Moen-jo-Dar?
- Q. 3. Where is Moen-jo-Daro?
- Q. 4. What do you see in this picture?

Reading Silent:

Activity No. 1:

The teacher asks the students to read first three paras of the lesson silently. After the students have finished reading he asks the following questions.

Q. 1. When was Moen-jo-Daro discovered?

Q. 2. Which things were found by the villagers from the place of Moen-jo-Daro?

Objective:

Students will learn correct pronunciation of words.

Activity No. 2:

The teacher will utter words a couple of times. This will be followed and drilled by the students collectively and individually.

<i>Historical</i>	-	<i>Anxious</i>
<i>Perhaps</i>	-	<i>Excited</i>
<i>Mound</i>	-	<i>Perhaps</i>
<i>Surprise</i>	-	<i>Drain</i>
<i>Smooth</i>	-	

Objective: Vocabulary (new words)

Activity No. 3:

The teacher pronounces new words one by one and writes each of them on the black board and then uses each word in his own sentences. Then he asks the students to use the words in their own sentences.

Beside:

Akram is my class fellow, he always sits beside me.

(Activity based)

(ii) Mound:

(a) Shah Abdul Latif is known as saint of Bhatt.

(b) In Sindhi a mound of sand is called Bhatt.

(iii) Anxious:

Karim has completed his examination. Now he is anxious about his result.

(iv) Perhaps:

Aslam has not come to school, perhaps he is not well.

(v) Surprise:

I was much surprised to hear that Khalid had topped the list in the annual examination.

(vi) Smooth:

(a) Smooth and shining things reflect the light.

(b) Water flows easily on a smooth surface. (Activity based)

Matching:

Activity No. 4:

Teacher has a chart of synonyms of new words. He asks students to read words given in column- I and find out the words having the same meaning in column- II and write their numbers in blanks to show the relationship.

- | | | |
|-------------|-------|-----------|
| (1) Smooth | | near. |
| (2) Remains | | rouse. |
| (3) Excite | | plain. |
| (4) Beside | | left out. |

Objective: Use of Past tense.

Activity No. 5:

The teacher displays a table- chart of the past tense and asks the students to make as many sentences as they can.

Definition: (Past Tense is always associated with the word ago)

TABLE

I/ you/ We/ The	Wrote	a letter.
		a poem
He/ She/ Khalid	Killed	a bird.
		a snake

Cloze Test:

Activity No. 6:

Teacher asks the students to supply the missing verbs to the given paragraph.

The pieces of old pots were to Sir John Marshall, an English civil servant, whose work was to look after the historical remains.

He was himself very in history and was anxious to find out these remains. So when he at them carefully he at once that they were pieces of very old pots.

It may be emphasized that the teacher is not supposed to strictly/rigidly follow the activities suggested in these pages. The teacher should creatively select from them keeping in view his own circumstances and the specific class room situation. In fact, the main purpose of teaching English in our schools is to help children be the efficient communicators in English Language. The communication is a process of interaction in the target language. The fluency, accuracy and correctness are the main criteria that should be aimed at while teaching a foreign language.

A teacher who is skilled and devoted in teaching of English will greatly benefit from the activities suggested in these pages. He will use these activities along with the audio visual material available with him. The teacher should be careful in planning the lesson by realizing that he/she has to teach a variety of students in the class. These students may be a mix of above average, average and slow learners. Hence all the activities for teaching English should be based on students own participation. The teacher would break the ice for all the students to participate in the learning activity. Such participation and the development of English language based on the listening, speaking, reading and writing skills, will make the students learn this foreign language with interest, fun and accuracy.

So far as the notion of accuracy is concerned, the teachers role is very dynamic in nature. The teacher should emphasize on correctness and fluency through facilitating the learners to use language in a variety of situations. In this context it may also be considered that the grammar should be taught only implicitly. It should be used in a way that the students be encouraged to use language in the same way they learned the first language (mother tongue). Hence every care should be taken to avoid the use of terminology inherent in the grammar and its technicalities of language.

Teaching the free, fluent, automatic and accurate use of English should be the fundamental scope of teaching English in our Schools.